

R P DAWKINS MIDDLE

1300 East Blackstock Road
Moore, South Carolina 29369

GRADES 6-8 Middle School

ENROLLMENT 829 Students

PRINCIPAL Donna F. Edwards 864-576-8088

SUPERINTENDENT Dr. Darryl Owings 864-576-4212

BOARD CHAIR Mr. Lynn Harris 864-576-4212

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

0

19

9

0

0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Below Average	Yes

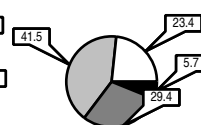
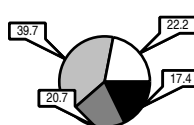
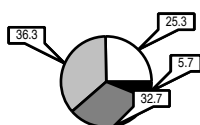
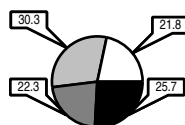
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	838	99.8	25.3	36.3	32.7	5.7	47.1	Yes	Yes
Gender									
Male	444	99.6	29.3	38.2	27.4	5.0	41.8		
Female	394	100.0	20.8	34.1	38.6	6.5	53.0		
Racial/Ethnic Group									
White	480	99.8	12.7	35.1	44.3	7.9	62.7	Yes	Yes
African-American	278	99.6	47.5	39.6	12.2	0.8	18.0	Yes	Yes
Asian/Pacific Islander	33	100.0	9.4	28.1	40.6	21.9	71.9	I/S	I/S
Hispanic	43	100.0	35.9	38.5	25.6	0.0	35.9	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	782	100.0	22.2	37.1	34.6	6.1	49.8		
Disabled	56	96.4	74.5	23.4	2.1	0.0	4.3	I/S	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	837	99.8	25.2	36.3	32.7	5.7	47.1		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	829	99.8	24.7	36.5	33.0	5.8	47.6		
Socio-Economic Status									
Subsidized meals	323	99.4	50.7	36.8	12.5	0.0	18.1	Yes	Yes
Full-pay meals	515	100.0	10.6	35.9	44.4	9.0	63.9		

Mathematics - State Performance Objective = 15.5%									
All Students	838	99.8	21.8	30.3	22.3	25.7	57.5	Yes	Yes
Gender									
Male	444	99.6	23.6	29.6	21.9	25.0	56.3		
Female	394	100.0	19.7	31.1	22.7	26.5	58.9		
Racial/Ethnic Group									
White	480	99.8	9.0	25.9	28.1	37.1	75.2	Yes	Yes
African American	278	99.6	45.5	38.0	11.4	5.1	25.5	Yes	Yes
Asian/Pacific Islander	33	100.0	3.1	25.0	25.0	46.9	78.1	I/S	I/S
Hispanic	43	100.0	30.8	33.3	25.6	10.3	46.2	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	782	100.0	19.5	30.0	23.1	27.3	60.4		
Disabled	56	96.4	57.4	34.0	8.5	0.0	12.8	I/S	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	837	99.8	21.7	30.3	22.3	25.7	57.6		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	829	99.8	21.3	30.2	22.5	26.0	58.1		
Socio-Economic Status									
Subsidized meals	323	99.4	41.7	38.9	12.5	6.9	28.5	Yes	Yes
Full-pay meals	515	100.0	10.2	25.3	27.9	36.5	74.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	278	99.6	29.2	32.2	31.8	6.8	38.6
	Grade 7	252	99.2	22.0	42.6	33.6	1.8	35.4
	Grade 8	266	100.0	21.8	43.1	29.4	5.6	35.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	282	99.7	32.9	31.4	32.1	3.6	35.7
	Grade 7	285	99.7	21.1	41.9	31.2	5.7	36.9
	Grade 8	271	100.0	23.1	38.6	30.7	7.6	38.3

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	278	100.0	17.4	28.7	25.7	28.3	54.0
	Grade 7	252	100.0	22.9	30.9	18.8	27.4	46.2
	Grade 8	266	100.0	19.0	44.4	22.6	14.1	36.7
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	282	99.7	17.3	31.0	21.7	30.0	51.6
	Grade 7	285	99.7	22.2	29.4	18.6	29.7	48.4
	Grade 8	271	100.0	28.8	32.2	24.2	14.8	39.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 829)				
Students enrolled in high school credit courses (grades 7 & 8)	27.3%	Down from 33.1%	24.2%	14.6%
Retention rate	0.6%	Down from 0.9%	2.4%	3.0%
Attendance rate	96.8%	Up from 94.6%	96.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.3%		3.7%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%		3.4%	5.3%
Eligible for gifted and talented	29.3%	Up from 27.4%	23.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.4%	Down from 8.1%	10.7%	13.9%
Older than usual for grade	1.3%	Down from 1.4%	2.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.7%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	68.5%	Up from 67.9%	53.4%	48.7%
Continuing contract teachers	92.6%	Up from 92.5%	85.3%	81.7%
Highly qualified teachers**	96.7%	N/A	92.2%	90.4%
Teachers with emergency or provisional certificates	0.0%		4.0%	5.3%
Teachers returning from previous year	90.8%	Up from 87.3%	85.5%	85.1%
Teacher attendance rate	95.9%	Up from 94.2%	95.2%	94.8%
Average teacher salary	\$43,973	Down 1.3%	\$41,883	\$40,566
Prof. development days/teacher	10.9 days	Up from 8.9 days	10.9 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	3.3
Student-teacher ratio in core subjects	22.9 to 1	Up from 22.1 to 1	23.1 to 1	21.3 to 1
Prime instructional time	92.1%	Up from 88.0%	89.4%	89.3%
Dollars spent per pupil*	\$5,645	Up 2.8%	\$5,683	\$5,821
Percent of expenditures for teacher salaries*	69.0%	Up from 68.7%	63.1%	61.8%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	99.0%	No change	96.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	92.2%		92.0%	
Highly qualified teachers in high poverty schools**	100.0%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Dawkins Middle School community continued to strive for excellence in academics, arts and athletics during the 2003-2004 school year. The faculty and staff dedicated themselves to meeting the challenges of a rigorous curriculum, while also providing opportunities for service to the community.

Academics were the primary focus of activities for the school year. Believing that reading is a life-long skill from which all benefit, our curricular activities supported the literacy goals that were adopted. DMS implemented the Measures of Academic Progress Testing Program to assist in identifying skill strengths and weaknesses to better prepare our students for PACT testing. Students participated in PACT Academy in March and April, during which teachers geared instruction specifically to skill deficiencies.

Excellence in academics was evidenced by the forty-nine South Carolina Junior Scholars, including the highest overall scorer in math, and twelve Duke TIP Scholars. The Math Counts Team was the Spartanburg County Champion for the fourth consecutive year. For the first time in the history of the Battle of the Brains competition, the Bearcats won for a third year. Our Academic Team was the Knowledge Master State Champion and placed twenty-ninth out of the 909 schools competing nationally. DMS is also proud of its eighty Honors Algebra students, all of whom passed the End of Course Test in Algebra, which was administered by the state.

The fine arts offered students a variety of opportunities to showcase talents throughout the year. Ten band members were selected for the All-State Band. Seventy-four of the DMS Orchestra students received superior ratings at Solo and Ensemble Festival. Seven students received All-Region Orchestra Honors, and one student was honored by being named to the All- State Orchestra. Five choral students were invited to sing at the prestigious American Choral Directors' Association Southern Division Honor Choir in Nashville, Tennessee in February. We are also very proud of the students who had art work displayed in museums and universities across our state and those who had poems published.

In athletics, both the girls' volleyball and basketball teams were the Peachtree Conference and Tournament Champions, with three girls being selected to both the All-Conference Volleyball and Basketball Teams. Two boys were selected to the All-Conference Football Team and one was selected for the All-Conference Basketball Team. We're proud of all of our Bearcat athletes for their tradition of excellence.

Service to others was a driving force for our students in 2003-2004. Our Beta Club and Student Council Association combined efforts to contribute \$10,000 to charitable organizations. The student leaders in these organizations are to be commended for providing opportunities for classmates to practice the Golden Rule.

Dawkins faculty and staff worked daily to set the pace for a balance between excellence in academics and development of tomorrow's leaders. The "Tradition of Excellence" continues at R. P. Dawkins Middle School, and we look forward to the challenges of tomorrow.

Donna F. Edwards-Principal

Robyn Williams-School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	51	205	74
Percent satisfied with learning environment	98.0%	78.9%	79.7%
Percent satisfied with social and physical environment	96.1%	83.9%	80.6%
Percent satisfied with home-school relations	98.0%	81.0%	65.3%

*Only students at the highest middle school grade level at this school and their parents were included.